In order to help facilitate the transition to Arizona's Common Core Standards and the PARCC assessment, this document provides the changes in standards (from 2008 to 2010) and in assessments (from AIMS to PARCC).  Descriptions of the document's columns are as follows.

**Addressed by AIMS (2013 and 2014) –** The Performance Objectives identified in the two columns below this heading are to be embedded in instruction and are assessed by AIMS in 2013 and 2014.

- **Removed from Specifically Being Tested in 2015 –** Some of the more "granular" POs from the 2008 Standard have been incorporated into the more "global" standards of Arizona's Common Core Standards by becoming examples or prerequisite knowledge for teaching the concept. This column notes the Performance Objectives that have been removed as being tested as a specific objective.  The Performance Objectives identified in this column will still be assessed by AIMS in 2013 and 2014.
- **Moved to a Different Grade Level –** Performance Objectives listed in this column will move to a different grade level for Arizona's Common Core Standards and the PARCC Assessment as indicated at the end of the PO.  The Performance Objectives identified in this column will still be assessed by AIMS in 2013 and 2014 at the current grade level.

**Addressed by PARCC (2015) –** The Performance Objectives identified in the two columns below this heading are included in the 2010 Standards and are expected to be addressed by the PARCC assessment.

- **Moved from Another Grade Level –** For alignment to Arizona's Common Core Standards and to be addressed by the PARCC Assessment, the Performance Objectives identified in this column are moved into the current grade level from another grade level as indicated at the beginning of the PO.
- **New Standards –** As noted by an asterisk in the Mathematics Crosswalks, the standards listed in this column from Arizona's Common Core Standards are new and will not match any of the POs from the 2008 Standard.  These new standards are expected to be addressed by the PARCC assessment.

| GRADE 5 | | | |
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| **Addressed by AIMS (2013 and 2014)** | | **Addressed by PARCC (2015)** | |
| **Removed from Specifically Being Tested in 2015** | **Moved to a Different Grade Level** | **Moved from Another Grade Level** | **New Standards** |
| M05-S2C1-01 (2008) Collect, record, organize, and display data using multi-bar graphs or double line graphs. | M05-S1C1-01 (2008) Determine equivalence by converting between benchmark fractions, decimals, and percents. REDISTRIBUTED TO 4.NF.6 AND AZ6.NS.9 | M03-S3C2-01 (2008) & M04-S3C1-01 (2008) MOVED TO 5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* | 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as* $2\times(8+7)$. *Recognize that* $3\times(18932+921)$ *is three times as large as 18932+921, without having to calculate the indicated sum or product.* |

| GRADE 5 | | | |
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| **Addressed by AIMS (2013 and 2014)** | | **Addressed by PARCC (2015)** | |
| **Removed from Specifically Being Tested in 2015** | **Moved to a Different Grade Level** | **Moved from Another Grade Level** | **New Standards** |
| M05-S2C1-02 (2008) Formulate and answer questions by interpreting and analyzing displays of data, including multi-bar graphs or double line graphs. | M05-S1C1-02 (2008) Differentiate between prime and composite numbers; differentiate between factors and multiples for whole numbers. MOVED TO 4.OA.4 | M04-S4C3-01 (2008) MOVED TO 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). | 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. |
| M05-S2C4-01 (2008) Investigate properties of vertex-edge graphs<br>• Euler paths,<br>• Euler circuits, and<br>• degree of a vertex. | M05-S1C1-03 (2008) Locate integers on a number line. MOVED TO 6.NS.6 | M04-S4C3-01 (2008), M04-S4C3-02 (2008), & M04-S4C3-03 (2008) MOVED TO 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. |

| GRADE 5 | | | |
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| **Addressed by AIMS (2013 and 2014)** | | **Addressed by PARCC (2015)** | |
| **Removed from Specifically Being Tested in 2015** | **Moved to a Different Grade Level** | **Moved from Another Grade Level** | **New Standards** |
| M05-S2C4-02 (2008) Solve problems related to Euler paths and circuits. | M05-S1C1-05 (2008) Use ratios and unit rates to model, describe and extend problems in context. REDISTRIBUTED TO 6.RP.1 , 6.RP.2 , 6.RP.3 , 7.RP.1 , & 7.RP,2 | M06-S1C2-05 (2008) MOVED TO 5.NF.4b  Interpret multiplication as scaling (resizing), by: <br> b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1. | 5.NF.5a  Interpret multiplication as scaling (resizing), by: <br> a.  Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. |
| M05-S5C2-09 (2008) Identify simple valid arguments using *if…then* statements based on graphic organizers. | M05-S1C1-06 (2008) Express or interpret positive and negative numbers in context. MOVED TO 6.NS.5 , 6.NS.6 , & 6.NS.7b | M06-S3C4-01 (2008) MOVED TO 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | 5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* |

# GRADE 5

| Addressed by AIMS (2013 and 2014) | | Addressed by PARCC (2015) | |
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| **Removed from Specifically Being Tested in 2015** | **Moved to a Different Grade Level** | **Moved from Another Grade Level** | **New Standards** |
| M05-S3C1-01 (2008) Recognize, describe, create, and analyze a numerical sequence involving fractions and decimals using addition and subtraction. | M05-S2C1-03 (2008) Use mean, median, mode, and range to analyze and describe the distribution of a given data set. MOVED TO 6.SP.5c | M08-S1C2-02 (2008) MOVED TO 5.NF.5b  Interpret multiplication as scaling (resizing), by:<br>b.   Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1. | 5.MD.5c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.<br>c.   Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. |
| | M05-S2C2-01 (2008) Describe the theoretical probability of events and represent the probability as a fraction, decimal, or percent. MOVED TO 7.SP.5 | **NOTE: There is an increased expectation at fifth grade to multiply and divide decimals to hundredths, interpret a fraction as division of the numerator by the denominator, understand multiplication as scaling, divide unit fractions by whole numbers, divide whole numbers by unit fractions, and understand concepts of volume and how volume relates to multiplication and addition.  Please see crosswalk for detailed information.** | |

| GRADE 5 | | | |
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| **Addressed by AIMS (2013 and 2014)** | | **Addressed by PARCC (2015)** | |
| **Removed from Specifically Being Tested in 2015** | **Moved to a Different Grade Level** | **Moved from Another Grade Level** | **New Standards** |
| | M05-S2C2-02 (2008) MOVED TO 7.SP.6 & 7.SP.7b Explore probability when performing experiments by<br>• predicting the outcome,<br>• recording the data,<br>• comparing outcomes of the experiment to predictions, and<br>• comparing the results of multiple repetitions of the experiment. | | |
| | M05-S2C3-01 (2008) Analyze relationships among representations and make connections to the multiplication principle of counting. MOVED TO AZ.4.OA.3.1b | | |
| | M05-S2C3-02 (2008) Solve a variety of counting problems and explain the multiplication principle of counting. MOVED TO AZ.4.OA.3.1 | | |
| | M05-S3C3-01 (2008) Create and solve two-step equations that can be solved using inverse operations with whole numbers. REDISTRIBUTED TO 3.OA.B , 4.OA.3 , & 6.EE.5 | | |
| | M05-S3C4-01 (2008) Describe patterns of change including constant rate and increasing or decreasing rate. MOVED TO 6.RP.3b | | |

| GRADE 5 | | | |
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| **Addressed by AIMS (2013 and 2014)** | | **Addressed by PARCC (2015)** | |
| **Removed from Specifically Being Tested in 2015** | **Moved to a Different Grade Level** | **Moved from Another Grade Level** | **New Standards** |
| | M05-S4C1-01 (2008) Draw and label 2-dimensional figures given specific attributes including angle measure and side length. MOVED TO 7.G.2 | | |
| | M05-S4C1-01 (2008) Solve problems by understanding and applying the property that the sum of the interior angles of a triangle is 180˚. MOVED TO 8.G.5 | | |
| | M05-S4C1-04 (2008) Compare attributes of 2-dimensional figures with 3-dimensional figures by drawing and constructing nets and models. MOVED TO 6.G.4 | | |
| | M05-S4C4-01 (2008) Solve problems using elapsed time. REDISTRIBUTED TO 3.MD.1 & 4.MD.2 | | |
| | M05-S4C4-03 (2008) Measure angles between 0 and 360 degrees. MOVED TO 4.MD.5a , 4.MD.5b , & 4.MD.6 | | |
| | M05-S4C4-04 (2008) Solve problems involving the area of 2-dimensional figures by using the properties of parallelograms and triangles. MOVED TO 6.G.1 | | |
| | M05-S4C4-05 (2008) Solve problems involving area and perimeter of regular and irregular polygons using reallotment of square units. MOVED TO 3.MD.5a , 3.MD.5b , & 3.MD.6 | | |